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ABSTRACT

Containing many specific assessment, instruction, and organization ideas and strategies, this book provides "the basics" for this classroom reading assessment and instruction, and supports the importance of the individual classroom teacher's beliefs, decisions, and role. The book is intended for teachers taking certification, graduate, or in-service courses in reading assessment, diagnosis, and instruction. The book aims to facilitate the development of a balanced perspective that makes use of the most appropriate ideas from the various philosophies in the field of reading and literacy education. Chapters in the book are (1) The Classroom Teacher's Role; (2) Understanding Standardized Tests and Quantitative Data; (3) Assessing Affective, Linguistic, and Other Qualitative Information; (4) Assessing Comprehension, Comprehending Strategies, and Other Cognitive Information; (5) Analyzing Information Qualitatively; (6) Organizing for Reading Development and Instruction; (7) Assessment, Instruction, and Learning in the Classroom; and (8) Ideas for Strategy Development. An appendix discusses portfolio and other ideas for reflection, ongoing assessment, and organizing for instruction. A glossary presenting approximately 200 items, approximately 350 references, and a 49-item list of children's literature references are attached. (RS)

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